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[1]Yergalieva Gulzhan*, [2]Tapaeva Lazzat, [3]Yergaliev Askarbek

[1,2,3]M.Utemisov West Kazakhstan University, Uralsk, Kazakhstan
***Корреспондент-авторы:** E77ASK@yandex.ru

E-mail: gulzhanalgazievha@gmail.com, lazzat061076@mail.ru

COGNITIVE LEARNING IN THE KAZAKH LANGUAGE (PRIMARY SCHOOL)

Annotation. This article discusses ways to use cognitive learning in primary schools in Kazakh language lessons. In the pedagogical study, the importance of cognitive learning, including interactive methods that allow us to form thoughts through cognitive learning in Kazakh language lessons, analyze cognitive and practical activities, was proposed. Through research with students, the types of learning in the formation of their cognitive activities are considered. It is considered that the importance of cognitive training should be taken into account in improving attention,perception, and play in improving the child's cognitive abilities. Also the results of investigation find that, the use of cognitive learning increases interest in the material being studied;develops imaginative thinking; increases the creativity of students; skills are improved; thinking and imagination develops; the time allotted for memorizing information and analysis decreases;vocabulary can expand.

Keywords: thinking; memory; consciousness; feelings; interactive; primary school; cognition; cognitive activity; cognitive learning; attention; perception; illustrative; practical learning.

Introduction

In the country, taking into account the achievements of the world educational sphere at the present stage, several updates and changes have been made to the education system.The need to search for and update innovative areas of pedagogical activity in the educational process is justified by the decrees of the Education of the Republic of Kazakhstan in the priority areas section.In the National Plan of the President of the Republic of Kazakhstan "100 Nakty Kadam", the issue of increasing the recognition of personality through the introduction of the values of "Mangilik El" into the current curriculum of school education, the implementation of trilingual education was considered. In particular, educational programs "pedagogy and methods of primary education" have been created in the primary education system, teachers have the opportunity to master innovative pedagogical technologies in the framework of studying complex topics and implement programs to improve the cognitive orientation of the individual.

In this regard, in the process of teaching the younger generation, it is necessary to improve cognitive learning in the Kazakh language lessons in such a way that a person develops high intelligence, deep subject knowledge.

The state compulsory standard of primary education sets the requirements "ensuring the level of mastering of Kazakh, Russian and foreign languages in accordance with international standards, as well as compliance with the dynamic demands of modern society, including the ability to functionally and creatively apply knowledge, etc.". It is known that Kazakh is the state language.Kazakh is a very rich language.Therefore, the main goal of the pedagogical community should be the formation of cognitive learning among the younger generation, starting from elementary school.

Considering that "the basis of knowledge is at the initial stage", it is obvious that a solid foundation of knowledge is associated with the effective organization of training.The cognitive process of younger schoolchildren is based on: memory, attention, perception, thinking, formation of a positive psychological attitude, cognition of the surrounding world, teaching a positive attitude.

Research materials and methods

In this direction, "increasing cognitive activity and the formation of cognitive interest in the educational process" was devoted to the works of foreign scientists Ya. A. Komensky, P. I. Pidkasisty, N. A. Polovntkov, T. I. Shamov and Kazakhstan scientists Y. Altynsarin, A. E. Abylkassymova, T. S. Sabirov, R. S. Omarova and others. Analyzing the works of scientists, we concluded that the object of our research is not fully investigated. This is because it does not exist as a natural and quite real substance. It is known that cognition comes from the perception of the environment, its generalization and comprehension. The term thinking in its essence has a generalized character. The thinking process participates in the development of many mental functions. Primary school children happen the intellectualization of mental processes, their freedom, generalization, and understanding. A description of the organized control is carried out according to the admission plan. It can be said that the student understands the task correctly. Memory can be characterized by intelligent processes. The student can not only remember mnemonic tasks but also perform them. Deliberate or free memorization or repetition is important in the development of a hild's memory. The intensive formation of children's memory coincides with the period of study in primary school. This is the first and

basic procedure of cognitive activity, and only from this moment will the child be able to receive rational knowledge of any objective reality.

For the subject to begin to consider the object from the cognitive point of view, the object must be incompatible with the subject; the object should not be ordinary. To know himself, a person must distinguish between true knowledge and false knowledge. For example, each person is a translator of his inner soul, which is directly connected with him. However, to make it an object of study, you need to understand this soul, look at it from the outside, think about its structure, processes, functions and determine their relationship to each other, that is, study them.

The formation of friendly relationships between primary school students determines the nature and consequences of the development of the child's personality at this stage of life. Fundamental studies of developmental education, carried out in the 60s and 80s under the leadership of D. B. Elkonin and V. V. Davydov, showed that in the process of systematic solution of educational tasks by schoolchildren to master theoretical knowledge, they develop theoretical consciousness and thinking. At primary school age, educational activity is the leading one among other activities performed by children.

In primary school children, memory takes on an intellectual character. Primary schoolchildren not only memorize unusual mnemonic tasks but also begin to solve them, that is, they set themselves special tasks of free and deliberate consolidation or repetition of the required material. In early school age, there is an intensive formation of methods of memorization. Through the simplest repetitions of the memorized material, a primary school student forms stable connections in memory between the main parts of the studied material. Templates and examples are used to quickly memorize the material. At this age, the ability to concentrate on the necessary content of education is formed. Attention becomes focused and free; its volume increases, the ability to distribute attention between several objects increases.

We assume that the learning process of schoolchildren can be explained through the development of the cognitive activity. Hence, the adaptation to each of the areas of the primary school educational work is not immediately formed in the child, he needs to get used to it for some time. It can also be observed that the excessive study load of primary school children leads to negative consequences such as a weakening of motivational attitudes. Then, children with weakened motivational attitudes are difficult to attract to learning through coercion. Therefore, to create motivation for learning, it is advisable to use psychological training, tests, surveys, methods. Hence, we can come to the conclusion that the new knowledge passed on to the child must correspond to the age characteristics.

With the gradual formation of the mental field, schoolchildren develop the ability to relate various concepts to the corresponding categories, as well as the ability to convey their thoughts to their peers. During this period, elementary schoolchildren do not succumb to various beliefs and require proof. For this, the school children rely on appropriate systems, logical foundations. Consequently, junior students can carry out introspection, as well as be critical of their opinions and actions. However, it is difficult to refer to a simple form of reflection, such concepts as the analysis of their opinions and actions, self-criticism.

In the lessons of primary school children, it is advisable to widely use heuristics, that is, the essence of this technique is that students independently perform tasks while simultaneously analyzing and retelling the material that must be learned in the learning process. This didactical approach is based on the principle of finding the unknown. Most Soviet psychologists understand "motive" as the driving force of action and perceive it as a human activity (S. L. Rubinstein); as a means of necessity (A. N. Leontiev). Scientists L. I. Bozhovich, N. G., Morozova, L. S. Slavina, L. K. Markova, N.F. Talyzin devoted their work to the issue of teaching school-age children and the study of the content of their motivational attitudes, its versatility, structure.

According to A. N. Leont'ev, a person is aware of the goal through action. For the perception of the goal and understanding of students, it is necessary not only to set tasks but also to involve them in the analysis of ways to achieve them. A child does not immediately develop an attachment to every part of school work in elementary school. It takes time for a student to adapt to the educational process. At the same time, the performance of children in the classroom differs from each other. For a long time, primary school students do not know how to correctly complete school assignments. In many cases, primary schoolchildren want to solve learning tasks through simple memorization. This happens not because primary school children have a good memory, but because no one has previously taught them how to correctly solve such educational tasks [1].

Attending school has a positive effect on the development of the student's cognitive activity, namely, it develops thinking. One of the sayings that a student often hears from adults is "you don't try at all." However, the child does not fully understand the meaning of the phrase "you are not trying." Therefore, schoolchildren do not even know in which direction to turn their strength. Primary school students are not yet fully formed as individuals. Here we would like to cite the following statement of the Soviet psychologist S. L. Rubinstein: "the distinguishing feature of human development from accumulated experience is that with knowledge, skills and abilities are simultaneously developed, and the development of human abilities is the development of the cognitive activity."

A.A. Bodalev wrote on this issue the following: "the ability to learn is determined by the ability to analyze and select the most important material from the studied subject". According to the scientist, the process of analysis requires a lot of effort in a student who has difficulties to study a subject.

In the works of V.V.Davydov and D. B. Elkonin, the educational activity consists of the following components: 1. educational tasks. 2. educational activities. 3. Control. Through the stages of educational activity, the psychological development of the student takes place, which plays an important role in the formation of the personality.

In her work "psychological principles of developmental learning" Z.I. Kalmykova notes: "learning is a creative act. The teaching materials differ a lot even in two identical grades (3a and 3b). Every good teacher has his own methods and effective approaches to the assimilation of knowledge. "Here we recall the genetic law of the cultural development of L. S. Vygotsky: "Aspects of behaviour of the previous generation are repeated in the process of development of the current generation" [2].

Thus, according to G.A. Tsukerman, “if a teacher wants to teach a child to read, he must not only give them knowledge but also form skills and abilities. At primary school age, when knowledge is given to children through cognitive activity, the importance of its theoretical and practical aspects increases, a person reaches the highest intellectual nature of cognition".

According to the theory of LS Vygotsky and other psychologists, the crisis period in a child's life falls on the age of 6-7 years. From a psychological and pedagogical point of view, the cognitive development of a child of this age can be divided into 4 stages.

1. The stage of cognitive activity includes the development of thinking - drawing up an internal plan in mental activity through educational activities; development of language-motor skills of writing and drawing.

2. The stage of building relationships: with peers through communication, friendly resolution of disagreements; communication with the teacher, respect for the teacher; compliance with social and ethical criteria.

3. The stage of personal characteristics of younger students; individual characteristics of educational motivation, the impact of maintaining a stable emotional norm at school.

4. The impact of the school system on student performance; influence through the formation of the correct idea of the school, teacher, teaching.

L. S. Vygotsky says about this: "understanding emerges from consciousness through the concept of scientific understanding." The learning process at school consists not only in the transfer and assimilation of individual knowledge but also in the formation and generalization of intellectual operations.

In the process of teaching in elementary school, the teacher influences the development of the child's cognitive activity, which leads to the complication of their thinking, stabilization and concentration of memory and attention. The learning process contributes to the development of the child's cognitive abilities. From this, it follows that the psychological development of a person also occurs in the learning process. The level of intellectual development is determined by the quality of training and the process of its assimilation.

Memory evolves using patterns and variations. In turn, attention is focused and free. The volume of assiduity increases with stabilization. Thus, the child's cognition can be improved.

Cognitive learning on an initial basis - comes from the word "knowledge". Cognitive learning is a complex of psychological and pedagogical mechanisms that expand the cognitive horizons of students. Cognition is not only a search but also mental development.

D.Z. Ferrer in his work argued that "outside of knowledge there can be no science or education." Therefore, in order to increase the cognitive level, it is necessary to strive for all-around growth, to investigate, to identify the cause and effect relationships, at the same time achieving the set goals.

Cognition is not just a way of being, it is an activity carried out by a person in the course of his practical activities. Since cognition is a process full of complex contradictions, it is advisable to use methods and techniques in the process of its implementation.

The learning process takes a special place in the development of a child's cognitive abilities. The mental development of a child does not go beyond the learning process.

In the words of L. S. Vygotsky "understanding leaves consciousness through the concept of scientific understanding ". The learning process consists not only in the transfer of knowledge and their assimilation, this can be seen as a result of the formation and analysis of intellectual operations. The teacher notes that in the process of forming a cognitive search and learning in a child, students' thinking becomes more complicated, attention develops, and memory is stabilized.

It was determined that students should not only listen to and fulfil the knowledge given by the teacher, but also learn on their own and strive to solve problems. L.N. Tolstoy - "knowledge that is not only remembered but also deeply comprehended is real knowledge." That is, in achieving the goal, teachers should not only provide knowledge but also attach importance to the implementation of cognitive learning.

Cognitive activity is recognized as the active mental activity of students. Since ancient times, educational psychologists and other researchers have studied the concept of cognitive activity and the ways of its formation. To strengthen the child's development process, it is necessary to systematically monitor the schoolchildren’s interests. L. V. Zankov said: "the basis of knowledge is not only in the book or explanation of the teacher but also in his environment, material culture." L. V. Zankov also pointed out that without self-expression, expression of his own opinion, assessment, a person cannot develop. When summing up, in his opinion, it is necessary to focus on thinking, observation, feelings, will, needs, practical activity, attitude to good and bad [3-6].

The learning process is the process of activity, which includes the process of mastering knowledge, abilities, skills, and also develops the abilities, worldview, strength of students. Also, Learning is a process of cognition. A cognitive feature can be observed in an increase in the student's interest in knowledge. In training, the study of the foundations of science, acquaintance with the history of science, its methods, acquaintance with the life and work of great scientists take place. Learning is a two-sided process. Because this is a joint activity of a student and a teacher. Learning is the main activity of a teacher in education, learning is a cognitive, practical activity of the student himself. That is, the student's cognition is carried out under the guidance of the teacher.Learning is a single set of pedagogical mechanisms that improve the thinking of students.

Among the pedagogical mechanisms, one can note.

- Understanding the fundamentals of learning, taking learning methods into account and recognizing the need for lifelong learning;
- Training in systems thinking;
- Researching and identifying creative talents and how to best use them;
- Love for the educational process as a way of self-realization;
- Good fluency in the language, computation and ability to think spatially;
- High competence in the field of digital technologies.

In improving the cognitive learning of students, it was planned to work using the four-sentence method, the raft method, the interviewing method (survey), the Venn diagram, the INSERT or touch strategy, the BBB table, HotPotatoes, Koohot, Activstudi programs. Creative assignments were of particular importance in the formation of students' cognitive reading.

- INSERT - the "note-taking system" method - it is advisable to perform when working with text. To use this method correctly, the text must have several details, be easily analyzed, easily assimilated and perceived by primary school students. A student, when working with a text, leaves notes in it. This method is a rational method that teaches you to consciously understand what you read, be guided by your thoughts, express thoughts. Students try to find out what they have learned and ask what they don't know. Through this action, he associates new material with previously learned to understand new. The table is being filled [7-10].

«!» - I know

«-» - disagree

«+» - new to me

«?» - surprised, there was a question

After reading and noting, the student fills in the data table according to the above sample. Then makes a discussion in a pair, in a group.

3. Method "literary circle" - reading a given text, dividing the class into groups after analytical work.

Group 1 Finds links. (Finds interesting places in the text)

Group 2 Question creators. (Asking questions that make the group ponder over the text)

Group 3 Storytellers. (the group makes a presentation on the given text.)

Group 4 Searchers. (Summarize additional information)

Group 5 Regulators. (Participate in reasoning, speak in turn, observe discipline.)

The "bio-poem" method is the seating of students in a class in pairs of two.Conducts a survey of each other based on the following questions.Thus, getting to know each other better, he writes a poem about a neighbour.

Purpose: to get to know each other better.

1.Name.

2. Three to four verbs (depending on what they like to do).

3.Relationship with others.

4.Three or four items you like.

5.Three or four feelings that he was experiencing or was experiencing now.

6. Two or three achieved results (result, peak)

7.Two or three things you want to see or feel.

8.Two or three things he is not afraid of.

9.Address.

10. Surname.

5. The method "inside and outside" - can be used when working with a poem or text, etc.

The experimental work began with the joint development by the 3rd grade students and teachers of the secondary school named after Zh. Dosmukhamedov of the Syrym region of the ways of implementing cognitive teaching in the Kazakh language lessons.There were 13 students in the experimental class, 11 in the control class.

"Developed critical thinking" allows the teacher to teach quality.The famous Chinese philosopher Confucius argued that "there are three ways of knowing: the simplest is imitation, the most bitter is experience, the most sublime is thinking."Therefore, the use of these techniques will help the teacher achieve the goals and objectives of each lesson and effectively carry out the educational process.

Research results

With the help of written and oral assignments, the level of knowledge of students was determined. In this method, a "double entry diary" was used in the textbook, the following task was given to express your own opinion on the proverb "A good word is half good".From the table below it can be seen that the teacher's help is needed in the inference of students.

In this study, you can see the need to develop students' understanding of the proverb. Understanding the main meaning of the proverb - in experimental class 2 (15.4%), in control class 2 (18.1%).

With help: in experimental class 6 (46%) control class 2 (55%)

Found it difficult to write in experimental class 5 (38.5%) in control class 3 (27.3%)

These results can be seen in table 1.

Table 1- Comparisontable

Control level	Experimental class	Control class
Total number of children	13	11
Can express their thoughts according to the proverb	2(15,4%)	2(18,1%)
Can express their thoughts according to a proverb with the help of a teacher	6(46%)	6(55%)
Can not express their thoughts according to a proverb	5(38,5%)	3(27,3%)

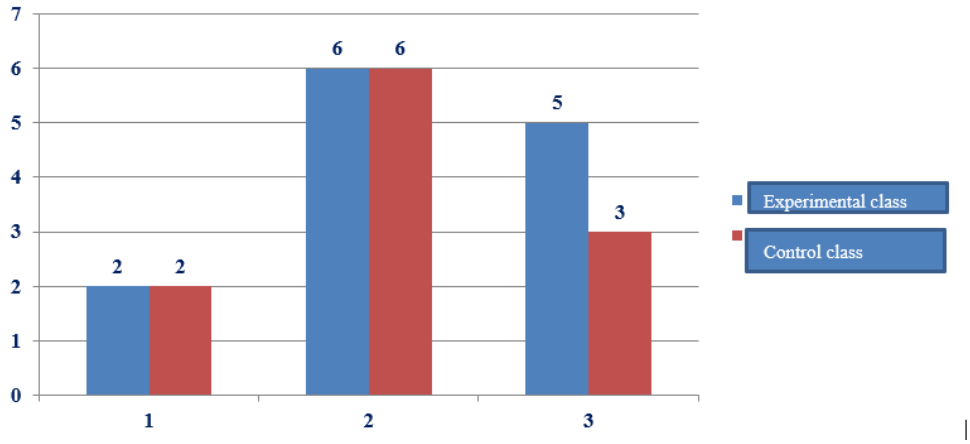

Figure 1 - Comparison of perceiving of students that perform in experimental class and in control class

The method of freewriting (presentation) will be most effective in the third stage of the lesson.The student can write down what he learned in the lesson, his benefits, influence.With the help of critical thinking, he sets out his thoughts on paper.

When writing a presentation, you can control the student's thinking. A student who freely expresses his thoughts in the experimental class 6 (46%), in the control class 1 (9%)

Deviation from topic: in experimental class 3 (23%) in control class 7 (64%)

Difficulty writing in experimental class 4 (30%) in control class 3 (27.3%)

These results are demonstrated in table 2.

Table 2 - The results of students

Control level	Experimental class	Control class
Total number of children	13	11
Knows how to keep a thought unchanged when presenting;	6(46%)	1(9%),
When presenting, the thought changes, deviates from the topic	3(23%)	7(64%)
Cannot take notes when presenting	4(30%)	3(27,3%)

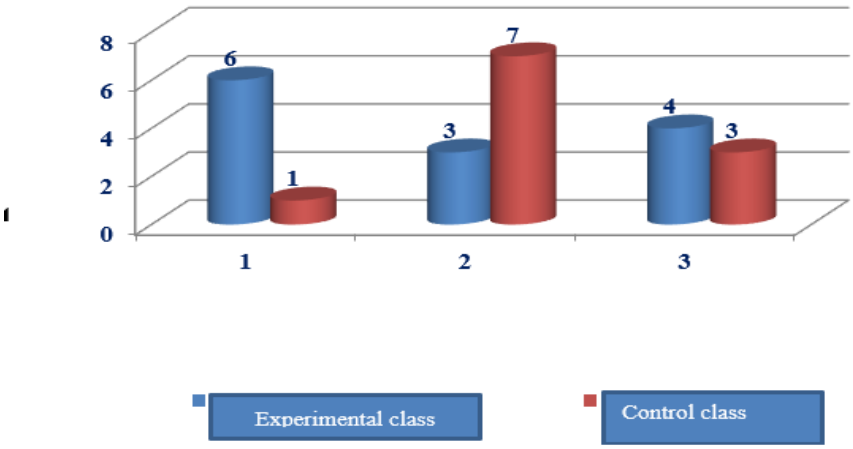

Figure 2 - Comparison of perceiving of students that perform in experimental class and in control class

Conclusion

Cognitive learning was supposed to be carried out in three directions:

1) In interactive learning - all students in the class are covered by the cognitive process.That is, each child learns his work, there is a constant exchange of ideas, knowledge, methods of action.The student not only receives new knowledge but also develops the cognitive process itself.

2) The student not only receives new knowledge but also develops the cognitive process itself.In practical training, students are given assignments.It is possible to trace the cognitive point of view of the student through individual work.

The experimental study was carried out in three stages:

Stage I - control of the level of students' fulfilment of practical tasks on the research problem.

Through high-quality teaching of the Kazakh language subject, the formation of the cognitive activity of the primary schoolchildren.

Stage III - repeated diagnostics, processing, analysis, research and registration of research results.

From this, we came to the conclusion that the formation of cognitive thinking, as well as the ability to freely convey one's thoughts in written and oral format, is very important among primary school students. In conclusion, in the lessons of the Kazakh language, the use of cognitive learning increases interest in the material being studied;

develops imaginative thinking;

increases the creativity of students;

skills are improved;

thinking and imagination develops;

the time allotted for memorizing information and analysis decreases;

vocabulary can expand.

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Ергалиева Г.А., Тапаева Л.С., Ергалиев А.С.

КОГНИТИВНОЕ ОБУЧЕНИЕ НА КАЗАХСКОМ ЯЗЫКЕ (НАЧАЛЬНАЯ ШКОЛА)

Аннотация. В данной статье рассматриваются способы применения познавательного обучения в начальных классах на уроках казахского языка. В педагогическом исследовании была представлена значимость познавательного обучения, включая интерактивные методы, позволяющие формировать мысли, анализировать познавательную и практическую деятельность посредством познавательного обучения на уроках казахского языка. Рассматриваются формы обучения в формировании познавательной деятельности учащихся через проведенные ими исследования. Рассматривается важность познавательного обучения в повышении познавательных способностей ребенка, совершенствовании внимания, восприятия, игры.

Ключевые слова: мышление; память; сознание; чувство; интерактивное; начальная школа; познание; познавательная деятельность; познавательное обучение; познавательная деятельность; внимание; восприятие; иллюстративное; практическое обучение.

Ергалиева Г.А., Тапаева Л.С., Ергалиев А.С.

ҚАЗАҚ ТІЛІНДЕ КОГНИТИВТІ ОҚЫТУ (БАСТАУЫШ МЕКТЕП)

Аңдатпа: Бұл мақалада Қазақ тілі сабақтарында бастауыш сыныптарда танымдық оқытуды қолдану тәсілдері қарастырылады. Педагогикалық зерттеуде қазақ тілі сабақтарында танымдық оқыту арқылы ойларды қалыптастыруға, танымдық және практикалық іс-әрекеттерді талдауға мүмкіндік беретін интерактивті әдістерді қоса алғанда, танымдық оқытудың маңыздылығы ұсынылды. Оқушылармен жүргізілген зерттеулер арқылы олардың танымдық іс-әрекеттерін қалыптастырудағы оқыту түрлері қарастырылады. Баланың танымдыққа білетін арттыруда зейіні, қабылдауы, ойын жетілдіруде танымдық оқытудың маңыздылығы ескерілу керектігі қарастырылады.

Кілт сөздер: ойлау; ес; сана; сезім; интерактивті; бастауыш сынып; таным; танымдық іс-әрекет; танымдық оқыту; танымдық белсенділік; зейін; қабылдау; иллюстративті; практикалық оқыту.